R E P O R T R E S U M E S

ED 020 535 CG 002 102

CONFERENCE SUMMARY--FROM THEORY TO PRACTICE. THE DESCRIPTION AND DEMONSTRATION OF A GUIDANCE PROGRAM IN ONE DISTRICT K-12. PALO ALTO UNIFIED SCHOOL DISTRICT, CALIF.

PUB DATE 20 JAN 68

EDRS PRICE MF-$0.25 HC-$1.32 31P.

DESCRIPTORS- *GUIDANCE PROGRAMS, *GUIDANCE OBJECTIVES, *REINFORCEMENT, *DECISION MAKING, INDIVIDUAL DIFFERENCES, *INDIVIDUAL DEVELOPMENT, COUNSELOR ROLE, COUNSELOR FUNCTIONS, PROGRAM EVALUATION,

VARIOUS ASPECTS OF THE PALO ALTO GUIDANCE PROGRAM WERE PRESENTED AT THE CONFERENCE. THE OBJECTIVES OF THE PROGRAM WERE BASED ON THE BELIEF THAT GUIDANCE SHOULD FOSTER INDIVIDUALIZATION IN THE DEVELOPMENT OF ALL CHILDREN BY PROVIDING CONDITIONS WHICH WOULD ENSURE THIS INDIVIDUALIZATION. THESE TWO THEORETICAL CONSTRUCTS, REINFORCEMENT THEORY AND DECISION-MAKING PROCESS, HAVE DIRECTLY AFFECTED THE DEVELOPMENT OF THE PALO ALTO GUIDANCE PROGRAM, AND HAVE CONTRIBUTED TO ITS FRAMEWORK. THE ABSTRACTS PRESENTED, WHICH DESCRIBE PARTICULARS OF THE PROGRAM, CAN BE DIVIDED INTO THREE GENERAL CATEGORIES--(1) THE ROLE AND FUNCTION OF GUIDANCE WORKERS, (2) SOME GUIDANCE PROGRAMS AND PRACTICES, AND (3) RESEARCH AND EVALUATION ACTIVITIES. THE CONCLUDING SECTION EXAMINES AREAS OF FUTURE CONCERN. THIS PAPER WAS PRESENTED AT THE PALO ALTO GUIDANCE CONFERENCE (PALO ALTO, CALIFORNIA, JANUARY 20, 1968). (CG)

ED020535

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CONFERENCE SUMMARY:

FROM THEORY TO PRACTICE

The Description and Demonstration

of a Guidance Program in One District K-12

The Palo Alto Guidance Conference

January 20, 1968

CG 002 102

Table of Contents

Opening Presentation: "From Theory to Practice: The Rationale for Palo Alto Guidance Program and Services."

Dr. H. B. Gelatt

Section number 1 Computer-Based Counseling

Section number 2 Elementary Guidance - A New Profession

Section number 3 The Life Career Game

Section number 4 A Behavioral Approach to Counseling in the Secondary School

Section number 5 Consultation Redefined

Section number 6 The Spirit of Inquiry

Section number 7 Collaborating with Parents

Section number 8 Facilitating Guidance Services Through Computer Technology

Section number 9 Time and Motion Study or Timeless and Motionless?

Section number 10 Meeting the Information Gap in Vocational Guidance

Section number 11 "Time for Decision"

Section number 12 A New Approach to Child Study

Section number 13 Individualizing Professional Growth

Section number 14 Follow-up and Follow-through

Section number 15 Evaluation of Guidance at the School Level

Section number 16 Why Continuation School?

Section number 17 Locally Developed College Materials

Section number 18 Guidance Consultation

Section number 19 Our Local Guidance Association

Section number 20 Evaluating Guidance Services

Section number 21 Role of the Secondary School Psychologist

Summary Presentation: "Synthesis and Implications."

Dr. H. B. Mc Daniel

References

From Theory to Practice:

The Rationale for Palo Alto Guidance Program and Services

> "If a man does not keep pace with his companions, perhaps it is only because he hears a different drummer . . . . . Let him step to the music he hears, however measured or far away."
>
> Thoreau

It has been this respect for individual differences among humans that started the guidance movement in American public schools. Guidance services were designed to make it possible for each individual to receive the kind of education and attention appropriate to him.

Most of us here today know about the individual differences among children. Most of us believe in the importance of individual differences. But unless our knowing and believing make some difference in how we behave toward each other, then knowing and believing are not very useful.

I want to discuss with you for a few moments what we believe in Palo Alto and what we know. I think you will see that what we believe and what we know do make a difference in how we behave. It tells us what to do, how to spend our guidance time. It helps us make our decisions.

To me, one of the most important elements in a successful guidance program is purposeful direction. For the last eight years we have been evolving a framework which would give us this direction. Two theoretical constructs (reinforcement theory and the decision-making process) have contributed to this framework and have directly affected the development of the Palo Alto guidance program.

Guidance Objectives

Although psychological theory helps you determine what to do and how to do it, it does not tell why. That is, the philosophy of education, the goals of the district, the objectives of guidance are not determined by theoretical principles. These goals and objectives are reflections of values, beliefs, and ideals. Theory doesn't determine value. For example, a theory may describe how behavior is acquired; it doesn't define the behavior as good or bad.

Therefore, a guidance framework needs first of all some objectives, some statements of beliefs and values. In Palo Alto we believe that guidance should foster individualization in the development of all children. We believe that guidance should make every effort to provide conditions which insure this individualization. We believe that guidance should help to develop in students the capacity to be self-directing, to express individuality, to appreciate personal value and uniqueness and to be a competent, responsible decision-maker.

Theoretical Frame of Reference

Having stated our guidance objectives, which are statements of what we believe are desirable human behaviors, now I will describe our theoretical frame of reference, which is what we know about how these behaviors are acquired and

maintained. This theoretical frame of reference, then, gives us our guidelines for reaching our desired objectives.

Reinforcement Theory

First, if we look at the school guidance worker in terms of his responsibility to help the school in facilitating the development of all children, we will need a single, coherent theory of such development in our foundation. Modern reinforcement learning theory seems to meet this requirement. That is to say, if all behavior is seen as a consequence of the same learning principles, as suggested by reinforcement theory, then the guidance worker would be seen as an appropriate and knowledgeable resource regarding all behavior, atypical or otherwise. In other words, if the dichotomy between "normal" and "abnormal" or "healthy" and "sick" were replaced with the concept that children have learned different methods of coping with their environment through the same principles of learning, then only one kind of worker with a unifying theoretical viewpoint would be necessary to fulfill the role of guidance.

Reinforcement theory which we utilize (sometimes called general learning, behavioral, social learning, etc.) says, in general, that most human behavior is learned and that such learned behavior is acquired as well as maintained or modified through the principles of respondent and operant conditioning, reinforcement, observational learning (modeling), and generalization and discrimination.

If all learned behavior is acquired or modified by these same principles, this implies an appropriate role for the guidance worker would be to assist teachers or other school personnel in arranging general favorable learning conditions as well as diagnosing needs and planning experiences for specific children with particular learning or behavior problems. In other words, the counselor or psychologist in Palo Alto takes on a more pervasive responsibility for the educational effectiveness in the school. (See section 2, 21.)

Another implication: it is assumed in reinforcement theory that the prestigeful and continuing dispensers of rewards and punishments are the important influencers of behavior. That is to say, these people are often the most powerful change agents. Therefore, in Palo Alto, guidance personnel often serve as consultants to those "significant others", such as teachers and parents. (See sections 2, 5, 18)

Furthermore, the theory tells us that the present environment (the stimulus and response variables in the immediate situation) influences present behavior of a person. That is, although personal history has determined what and how someone has learned, the present conditions must be used to maintain or change behavior. Therefore, in Palo Alto, the guidance worker would first attend to the variables within the school setting over which the school has control or those which the guidance worker can influence. (See sections 2, 4, 12, 16)

It should be mentioned here that although this theoretical approach emphasizes observable behavior and is often called "behavioral", that is not its unique characteristic. The objective of all guidance, all education, all teaching is to affect behavior. In fact, the only evidence of learning is a change in behavior. In this sense there is no such thang as "non-behavioral" guidance, or counseling, or teaching. Behavior is the only criterion against which to measure learning.

Which leads us to another important implication: Guidance workers will be looking for ways to record and demonstrate changes in behavior. In Palo Alto, we are constantly trying to improve our ability to evaluate our effectiveness as part of the routine professional responsibility of each of us. (See sections 9, 13, 15, 20)

The Decision-Making Process

One of the behaviors we want to influence, one of our district guidance objectives, concerns student decison-making. All guidance has something to do with choices people make. Helping students learn how to make decisions and assisting staff and others in decisions about students, then, are important functions of Palo Alto guidance personnel. Therefore, it would seem sensible, from a theoretical point of view, to include the process of decision-making in our guidance frame of reference.

Simply stated, the theoretical requirements of a good decision are adequate and relevant information, linked with an effective strategy for organizing, analyzing and synthesizing the information in order to arrive at a choice. The role of guidance is to assist students and others to determine and acquire the relevant information and to develop and utilize a personal strategy. This aspect of our framework, the process of decision-making, has been an extremely powerful influencer of our present secondary guidance program.

Let me illustrate: Take first the information part of the process. Much of our local guidance research has been directed at determining what information is relevant to the decisions our students are making. (See sections 6, 8, 9, 14) Other guidance programs have developed in an effort to provide effective ways of presenting this information to students once it is acquired. (See sections 1, 8, 10, 11, 14, 17)

The other part of the process, a strategy for choosing, gets us to the heart of guidance, in my opinion. This involves a person's own values, preferences, and desires. Students should know the relative importance to them personally of each possible alternative and outcome before making a well considered choice. The more knowledge a student has about the range of alternatives the more he is able to exercise his freedom to choose. The more aware he is of his own values the more able he is to bring about the outcomes he desires. We have only started to develop guidance programs in this area. (See sections 3,7)

Another important implication of the decision-making framework for guidance is that in order to provide appropriate services it is often necessary to know where the student is in the decision-making process. If one student, for example, doesn't know what alternatives are available, while another student has all the information and knows what to choose but can't put his decision into action, then these two students need different guidance services. Therefore, assessment of the decision-making needs of a group of students or a particular student should precede the service.

This type of assessment can take place in an individual conference or in some type of group counseling or group guidance situation. It can be done by a study of the entire student body through data collecting and analysis of the decisions facing students and the facts about the outcomes. It even can include a study of the community values and influences on the behavior of students in that community. The development of assessment practice is

an area where we feel we need much improvement. Assessment and research techniques can be used to diagnose the type of guidance services needed, to provide data for these services, and to evaluate their effectiveness.

The Guidance Conference

The conference today is not meant to imply that we in palo Alto believe we have put together a theoretical framework or that we have developed guidance practices which would be appropriate or effective for all other districts or all other guidance personnel. We are not even ready to say that we are completely satisfied with our theory or our practice as it is today. This conference is an attempt to put on display one district's efforts to improve its guidance services by gaining some coherent direction from theory.

The section meetings can be roughly divided into three categories.

A. The role and function of guidance workers:

Sections 2, 4, 5, 12, 13, 18, and 21.

B. Some guidance programs and practices:

Sections 3, 7, 8, 10, 11, 16, 17, and 19.

C. Research and evaluation activities:

Sections 1, 6, 9, 14, 15, and 20.

We have learned a lot about our own guidance services by preparing for this conference. Obviously, there are many parts of our guidance program that we did not want to put on display. We have much room for improvement and we need to continue to work toward that improvement. However, I do believe that we have a good guidance program now in Palo Alto. The success of the program is a function of three things: first, we have an exceptionally high quality of staff; and second, we have received continued assistance from NDEA for several years. Third, our community and administration have been very supportive.

If a few of you today find something here to allow you to improve your guidance practice our objective will be achieved. We are not planning to "revolutionalize" the guidance world. As the poet, William Blake, has said:

> "He who would do good to another must do it in Minute Particulars.
> General Good is the plea of the scoundrel, hypocrite, flatterer."

So today we are showing some "minute particulars" from which perhaps you can develop ideas for your own guidance practices.

As our theoretical framework tells us, behavior changes occur slowly and in small increments. We can only take one step at a time.

If we really want to let each man "step to the music he hears" we must be willing to provide the conditions which allow him both to "hear" and to "step".

This, to me, is the function of guidance.

Presenter: Dr. H. B. Gelatt, Director of Guidance

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 1. Computer-Based Counseling: Student-computer interaction in selecting courses at 9th grade level. Computer consoles will be available for participants to "try out" the program.

Abstract

The presentation covers the guidance the the technical aspects of the development of a computer-based course selection and counseling program.

The program itself is in the form of a dialogue between the student and the computer. The students sits at a terminal in his school and is connected to the computer by telephone line. The dialogue presents the student with information, in the form of experience tables, which may be helpful to him in planning his future and in selecting his tenth grade courses. In the dialogue, the student actually selects his courses for the coming year. Counselors receive copies of student course plans for evaluation.

The project has reached the pilot phase and will shortly be implemented. Date from some 90 pre-pilot volunteer students will be discussed.

The project has implications for the ways in which students receive information, for the lessening of counselors' paperwork, and for the role of the counselor in the future. The dialogue was designed to impart basic information about colleges, jobs, and courses, and to handle student scheduling more efficiently, thus freeing counselors to spend more time interpreting and expanding information for individual students. Discussion of the project will include results of early evaluation and plans for the evaluation of the project when it is implemented. A demonstration terminal will be available so that participants may try the dialogue themselves.

The project is supported by Title III of the U.S. Office of Education.

The presentation was made by Dr. Murray Tondow, Director of Educational Data Services, and Dr. Mary L. Betts, Educational Data Services.

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 2. Elementary Guidance - A New Profession: The outcome of seven years of development. The role of psychologist as "Guidance Consultant".

Abstract

The basic purpose of the Palo Alto Guidance Elementary Program is to assist in facilitating the educational development of all children. This is done by helping to arrange the conditions of learning to assure successful learning experiences for each child. Thus the specific school experiences (and the adults who determine these: teachers, principals, etc.) become the important variables in the guidance program.

Through the principles of social learning theory (reinforcement, extinction, modeling, etc.) appropriate behavior is developed and inappropriate behavior is modified by arranging the conditions of learning which are under the control of the school. Although the target of the elementary guidance consultant's services is the teachers, the focus is on the child and the learning process. The guidance consultant brings a psychological expertise in child development and the process of learning.

Such a guidance approach is new in that it emphasizes the following:

1. Developmental rather than only remedial

   Looking at children in relation to general development; not requiring a problem to receive the services.

2. Educational rather than purely "clinical"

   Not attempting to "cure" or treat the child but seeking ways to help him learn by arranging the conditions for learning. Appropriate development is not the absence of problems but learning to cope productively with problems.

3. School relevant variables

   In elementary school, teachers, principal and school staff are in control of the most important variables in learning. Non-school agencies are used as supporting agents, not as "referral" sources.

4. Present condition

   A child learned his behavior in past history but responds according to the immediate situation. We can modify the present but can't change the past. History may be helpful in assessing and understanding the present functioning.

The basic resources in the school which can be arranged to provide appropriate learning experiences are as follows:

1. The level of understanding of child development and the process of learning.
2. The expectations teachers and parents have for individual children.
3. The modification of curriculum experiences.
4. The adaptation of the total environment.

All these resources can be influenced by the guidance consultant.

Participant: Kenneth Sanner, Elementary Guidance Consultant.

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 3. The Life Career Game: A demonstration with 9th grade students and a separate presentation on use of the Life Career Game at senior high school level.

Abstract

Description: Life Career is a decision-making game in which students experience vicariously principles of the job, education and marriage markets as they exist in American Society today. Students play in teams of two competing against other teams of two to plan the most satisfying life for a hypothetical student presented to them in a written profile. Teams plan by deciding how they think this Profile student will spend each hour of his/her time from 8:00 a.m. until 9:30 p.m., Monday through Sunday. Each week represents a typical week of each year of life and constitutes one round of the Game. The planning begins with the junior year for the high school version, and the 9th grade year for the junior high version. Following each round, teams get scores based on probability data collected from U.S. Census statistics and other National surveys. The scores are intended to indicate the relative satisfaction consequences of the decisions teams have made.

Involvement with the Game introduces the concept of autonomy over actions in life and during the playing of the Game students may learn the importance of exercising initiative to achieve certain ends, such as a job, education, or marriage. If teams want any or all of these things for their student they must go to the job table, education table, or family table to fill out appropriate applications and await processing of these applications. The luck or chance factor in life is introduced by unplanned events cards that are selected following each round of the Game. These cards include events such as getting a promotion, losing a job, being drafted, getting a divorce or having an unexpected baby.

Value and Purpose: All teams plan the same person's life. Therefore, students can learn to: 1) compare decision-making with their peers; 2) learn from other model decision-makers; 3) examine personal values and goals; and 4) become aware of factors and outcomes that affect their decision-making.

Mechanics: Group discussion is vital part of this Game. In essence, the actual playing is the vehicle to involvement and consequent material for discussion in which learning may take place. Because of this, skill in leading group discussion is necessary for the Game leader. The size and composition of the group also affects such discussions. Although the Game is a natural technique for small groups of 10-12 in number, it has actually been used more in classroom situations. The teacher serves as an assistant.

The amount of time needed is quite flexible. The minimum amount of time needed is approximately six hours which can be one hour a day, one hour a week, or two three-hour sessions. If more time is available, students may play the game with additional profiles.

Nine different Profiles have been written with appropriate scoring for each. Each of these lives represents a different problem in life planning. Which profile is used should be selected on the basis of the problem presented rather than on matching ability or interest levels with the group.

Caution: The Game is a powerful technique for touching areas of a student's life which are difficult to affect in any other way. It is not an easy technique to use, however. There are numerous papers and some equipment needed for the Game and a certain amount of training required of the leader before he can handle it adequately. The amount of work and training needed apparently is worth some of the results that have been observed in its use in Palo Alto.

Participants: Barbara Varenhorst, Consulting Psychologist; Beth Lyon, Consulting Psychologist; Conn Korb, Counselor, Terman Junior High School; Jane Carswell, Counselor, Wilbur Junior High School

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 4. A Behavioral Approach to Counseling in the Secondary School: New approaches to working with students and teachers. Examples from practice.

Abstract

Purpose of Presentation: To present a counseling approach consistent with the goals of education and guidance that we feel will improve the effectiveness of present counseling efforts.

What is Behavioral Counseling:

1. Behavioral Counseling uses the adjective "behavioral" to emphasize that counseling seeks to bring about changes in student behavior.
2. Its effectiveness is judged by the relevant changes in student behavior outside the counseling interview.
3. It assumes:
   (a) most behavior is learned and potentially changeable;
   (b) significant changes in behavior may take place if the individual's environment is systematically modified.

How does it work:

1. After a discussion of the problem the counselor and the counselee establish goals that can be stated as specific behavior changes
   (a) desired by the counselee,
   (b) compatible with the counselor's values,
   (c) externally observable.
2. After an assessment of the problem a plan of action is designed that will bring about behavior changes toward the goal.
3. The modification techniques used in changing the behavior follow principles of learning such as reinforcement and imitation of a model. That is to say, the change might be initiated through imitation and maintained by reinforcement.
4. Progress of the plan is reviewed with the counselee in order to evaluate and adjust the plan for greater effectiveness.

How can such a Counseling approach be learned:

An Inservice Program is almost essential in learning the principles and practices of behavioral counseling. The program should include consultation, further reading of the literature and the necessary time to discuss and practice behavioral counseling.

Participants: Helen Huntington, Counselor, Gunn Senior High School,
Gary Krikorian, Secondary Guidance Consultant,
George Otto, Secondary Guidance Consultant.

Presented at the State Guidance Conference, Palo Alto School District, January 20, 1968.

Section 5. Consultation Redefined: A rationale for psychologists and counselors in working with school staff. Examples at elementary and secondary level.

Abstract

This presentation was a progress report, illustrating the use of the social learning model as a framework for guidance consultation with staff members of elementary and secondary schools. Consultation is focused upon significant adults who have continuing daily influence with children, and make decisions which affect their educational experiences.

In addition to principles of operant and respondent learning, the social learning model places an emphasis upon the role of social variables in two-person and group situations, and seems to account for development and modification of human behavior in the social setting of the school. Consultation is a process, consisting of a continuous interaction of stimuli and responses, which the consultant must be able to influence consistently toward the stated goals of a conference. At the same time, any consultation conference occupies a step in a systematic procedure of problem definition, hypothesizing and planning, and evaluation.

The examples of consultation service, selected to show how principles of a theory can give direction to practice, also illustrate three dimensions of consulting service--aid in planning, aid in professional growth in child development, child study, and aid in putting a plan into effect. All three dimensions sometimes are discernible in a given consultation conference or series. The guidance consultant's behavior may serve as a model of child study and educational planning, while the direct aid for program planning is being done jointly; at the same time differential responses to what the consultee says and does will be affecting the consultee's behavior in the interview situation, and perhaps later as well. Whether or not the consultee will be able to put the planning into action will depend upon his having the appropriate behaviors to do so, and whether he continues the plan will depend upon whether reinforcement occurs to the consultee. Arrangements or influence by the consultant may be necessary to provide temporarily for sufficient reinforcement to the consultee.

The sequence of steps in consultation to be followed has been:

1. The consultee's presentation of the problem.
2. Defining the relationship of the problem to educational goals.
3. A restatement of the problem in terms of behavior, usually an undesirable behavior.
4. An exploration for relevant variables, investigating what is maintaining the undesired behavior, how it is being rewarded.
5. A description of an alternate, desired behavior (behavioral objective).
6. Planning for eliciting and maintaining the alternate behavior.
7. Planning for methods and criteria necessary for evaluating the attainment of the behavioral objective, or the requirement for revised methods and further planning.

Participants: Beatrice Cooper, Elementary Guidance Consultant;
Mary Goldworth, Elementary Guidance Consultant;
Rosemarie Moore, Consulting Psychologist;
Helen Trickett, Elementary Guidance Consultant.

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 6. The Spirit of Inquiry: Development of the climate to stimulate individually initiated research with some short presentations on current building and district level guidance research projects.

Abstract

The objective of this presentation was to present the district point-of-view regarding research by guidance personnel, and to outline some of the specifics aimed at achieving the research objectives. Reports on some current projects complete the presentation.

Research in its broadest sense includes asking questions regarding methods, procedures and techniques. A major effort of the guidance department has been aimed at developing an atmosphere where innovative and creative ideas can be discussed and studied. Specific provisions aimed at creating this type of atmosphere systematic procedures (building level and district wide) for reviewing the literature and distributing findings of pertinent research and theoretical findings.

Professional conferences, local presentation and workshops are part of the in-service program which is intended to stimulate interest in new directions and keep personnel from becoming obsolete. A local guidance association supplements the state and national opportunities for this type of experience.

The guidance role definition includes a mandate for using time for individually initiated research or study as well as the requirement that everyone in a guidance role should be actively engaged as a consumer of research. In hiring new personnel high priority is given to an attitude of viewing continual evaluation and research as part of the professional expectation. Finally, professional consultation is available for personnel interested in studying a question of interest to them.

With this background, local studies were described illustrating some of the types of study and research that are under way in the 1967-68 school year.

Study #1: This study described the beginning of an effort to develop procedures and materials at the local level for computer assisted college and career choice. The present status and future developments were described.

Study #2: This study explored the problem of whether requiring students to repeat a language at the 8th grade level actually accomplished improved achievement. Using records from past repeats and matching students, the counselor developed factual information regarding this problem.

Study #3: This was a cooperative study where the counselor worked with an outside research agency with a trial and testing of experimental vocational guidance material for junior high school students. Description of the effort and its evaluation were included.

Study #4: This study is concerned with development and evaluation of discussion materials for group guidance at the sixth grade level. The question was whether carefully designed group guidance effort (about 12 sessions) could positively assist students develop the understanding, attitudes and values in areas of decision-making, achievement motivation, and self-understanding.

Participants: John Lewis, Counselor, Cubberley High School;
Ralph Smith, Counselor, Terman Junior High School;
Mary Kushnick, Counselor, Jordan Junior High School;
David Shier, Elementary Guidance Consultant.

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 7. "Collaborating with Parents": Report on a parent handbook and program for enlisting parental assistance in teaching teenagers decision making.

Abstract

Purpose: To describe the different efforts at involving parents in actively helping their own children become more competent at independent decision making with (1) emphasis upon one booklet written specifically for local parents and (2) including a brief description of several other programs aimed at assisting parents to keep up-to-date on problems of guiding today's youth.

Content: A booklet developed for Palo Alto parents was described along with the efforts to familiarize and distribute the booklet to parents. This fall 1967 booklet was described as suggesting to parents that they focus their parental relationship upon assisting teenagers with becoming independent decision makers. Since this is one of the same objectives of the guidance department program, it was felt that such a booklet was both appropriate and a way of bringing about more effective parent-school collaboration.

The first two chapters emphasized the present status of adult-teenager communications and problems in the development of individual and socially responsible internalized values by teenagers. The last two chapters provide information about the experience of Palo Alto students and examples of the types of information needed for college decisions. The booklet was described as being organized in handbook form with suggested actions or exercises for parents. The final section of the booklet consists of an annotated bibliography including recent books and articles on the generation gap and value development as well as information on college choices.

A sample of the kind of information given to parents to stimulate their interest was included. A program for training parents to use the booklet as the basis for lay-led groups was described.

Other parent programs in the district with the same purpose were mentioned. One senior high school's Saturday workshop utilizing the Parent Effectiveness Training was described. Over 100 parents from this school and the feeder junior high school went on for the training in communication skills as applied to being effective parents. An evening school course to teach parents how to assist their children in career decision-making was also described.

Lately, a series of P.T.A. workshops on Career Games, drugs and parent communications over the last couple of years was described. Overall these fit into the broad picture of school-parent collaboration in improving parental understanding and effectiveness in the rapidly moving culture of the local community.

Participant: H. B. Gelatt, Director.

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 8. Facilitating Guidance Services Through Computer Technology: An overview of ten years of development and a brief preview of things to come.

Abstract

This section was designed to present the development of educational data processing in Palo Alto with particular emphasis on its impact as a facilitator of guidance services.

The history of Educational Data Services, now ten years old, may be described in three stages: (1) 1958-1962, installation of simple equipment to perform certain basic pupil personnel tasks, such as, test scoring, grade reporting, bin-method student scheduling; (2) 1963-1965, installation of a small computer, programming for larger "outside" computers, development of a pupil personnel master file system thereby expanding the range of services including such complex operations as computer-based student scheduling and attendance accounting; (3) 1966- , integration of the several sub-systems to pilot such innovations as computer-based course selection and counseling.

Whatever success has been realized over the last decade may be attributed to: (1) a clear definition of philosophy, roles, and goals; (2) creative but realistic planning of near term, intermediate term, and long term objectives; (3) communication with all sectors of the educational community at large to maximize a sense of involvement and understanding. To clarify more specifically:

1. The role of Educational Data Services is to assess technological development and to incorporate those elements that will improve the quality of the total educational program in Palo Alto.

2. The responsibilities for leadership in the department are vested in educators, knowledgeable in both education and computers, and serving as liaison between other educators and our computer scientists. A standing advisory committee of head counselors serves as the liaison between schools and the educators at EDS.

3. In-service training courses are offered annually to all district personnel (counselors, administrators, teachers, classified staff). The Computer Center serves as an instructional laboratory for both staff and students. To assure adequate time availability, production is deferred to the night shift.

4. Quality control carries top priority. To achieve this goal, a data librarian checks all input/output. At the school, the data processing secretary assumes this responsibility.

5. Data must be as current as possible. Updating occurs weekly.

6. All new services go through a process of analysis, simulation, pilot, and evaluation prior to implementation.

7. Consultation with personnel in developing computer-oriented research projects is a departmental responsibility.

8. One of the main functions of EDS is to perform data management tasks, to generate information that will enable counselor, teacher, administrator, student to focus on decision-making processes.

Presentor: Mary Frances Gould, Assistant Director, Educational Data Services

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 9. Time and Motion Study or Timeless and Motionless? Description of a study to find out how the secondary counselor uses his time.

Abstract

The purpose of this presentation was to describe a study of counselor time usage from the points of view of:

1) what the counselors did, and its possible use in other districts;

2) the historical effect of this kind of study on the Palo Alto Guidance Department; and

3) the techniques and procedures used to carry out the study.

While most secondary counselors have a generalized and sometimes idealized concept of their work, there is little concrete evidence of how counselor time is actually used. Without this type of factual date, it is difficult to set priorities and establish directions.

In a study involving one senior high school and one junior high school careful records of guidance activities were kept over a period of several months. All contacts with students were categorized and reported. For the first time factual information was available on which students were seen, how often, and what topics, who initiated the contact, personnel involved, percentages of time and the total time involved.

From these data new directions in guidance in Palo Alto district were formulated. The importance of educational and vocational planning in the guidance program was apparent in this analysis. From this evaluation a number of changes resulted or were contributed to:

1) Part-time counselors were replaced by full-time counselors;

2) Many non-counseling duties of counselors were reassigned;

3) Group guidance and group counseling sessions were increased;

4) A clerk-typist was added to the guidance staff;

5) Senior high counselors no longer specialized by grade level.

The techniques and methodology were described as applicable to other school districts. Considerable attention was given to the procedures and methods involved in the study. Suggestions were made on ways and means of simplifying these procedures. The results of this one year study were valuable in evaluating counseling practice. However, just as important, the value of this years' analysis was that it led to a plan and framework which has guided guidance research and theoretical development in Palo Alto since that time.

Participants: Robert Cooley, Counselor, Jordan Junior High School;
Robert Clarke, Associate Professor of Psychology, San Jose State College.

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 10. Meeting the Information Gap in Vocational Guidance: Example of utilizing local student experience via video tape to provide realistic vocational information for high school students.

Abstract

The objective of the presentation was to illustrate one way of making information about vocational choice more vital and alive to students, through video taped interviews.

It is a problem to make vocational choice a meaningful guidance topic in an academically oriented community. Yet the decision making framework requires some attention and effort to getting students ready to make decisions including the all important career decisions. Previous research has shown that Palo Alto students are more likely to accept and be influenced by information about other Palo Alto students; therefore, the emphasis upon bringing back "live data" on previous students.

The possibility of enlarging the number of alternatives that students might really consider was suggested. Many students would not think of being a secretary or an auto mechanic unless they really "feel" that some other students have done this and it provides a satisfactory career opportunity.

Another aspect of career information is how to bring out the psychological and feeling aspects of a career. The more factual information on pay, training, working conditions remains important, but it often is not as important as the student's perception of the job "environment". The interview with recent graduates is a way of getting at these other aspects of career choice.

Finally, a discussion was held regarding the possible uses and values of using TV for career information. Future uses of this type of data with computer career selection or other automated devices was discussed.

Participants: Leroy Hill, Vocational Guidance Consultant,
Fred Seike, TV Consultant.

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 11. "Time for Decision": A locally developed ninth grade guidance unit. Description of program and instructional materials.

Abstract

One of the responsibilities of the Palo Alto school counselor is to assist students in decision-making and planning. In order to help students understand the decision-making process and to provide them with relevant information, group guidance sessions have been held with ninth graders.

The objectives of this presentation were:

1. To give the history behind the project.

2. To explain what research preceded and how this is used.

3. To give the objectives of the counselors who conduct the group guidance sessions.

4. To explain the organization used for the group guidance sessions. This will include the personnel who are involved in presentations, how these were trained, and the variations in presentations.

5. To give examples of what is presented and how this is done. Several pages from the booklet will be duplicated for distribution. Viewgraphs used during the presentation to students will be used as illustrations.

6. To report on what the counselors learned from the student evaluations which followed the guidance sessions.

The group guidance unit:

Over a period of several years local research data were studied to establish what educational and/or career decisions seniors in high school and graduates were making and what were the important variables that might be used for future predictions of decisions. Using grade-point averages, the data were summarized in "experience tables" and charts and presented to students in work books to help them estimate the probability of certain outcomes for some of their possible choices. The program essentially attempts to teach the process of deciding: (gathering data about possible alternatives, possible outcomes, estimating the probability of these outcomes, and determining the desirability of the outcomes by examining personal values). The use of the local data, however, gives dynamic realism to this process.

Ruth Gibbs, head counselor at Terman Junior High, presented with the assistance of Mrs. Sally Vucinich, head counselor at Wilbur Junior High School

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 12. A New Approach to Child Study: A framework for the study and guidance of children's learning and behavior in the elementary school.

Abstract

Objectives of presentation:

To describe and illustrate

(1) How learning theory is useful in an elementary school guidance program.
(2) A framework for practice derived from a theory of learning.
(3) The use of this framework in an elementary school.

As questions and issues relevant to the place of theory in educational practice were discussed throughout the conference, this abstract is limited to presenting an outline of our attempt to adapt a theory for use in the elementary school. This framework has been useful in giving direction to guidance consultants in working with teachers, principals and parents and has provided a basis for evaluating the effectiveness of guidance services.

This framework is in the process of development and is subject to continuing question and reformulation as we study the learning and behavior of children.

A FRAMEWORK FOR CHILD STUDY: Analysis and modification of behavior utilizing principles of social learning and reinforcement.

1. Specification of behavior desired:
   What behavior is required for the educational objective?
2. Assessment of whether the child can perform the behavior.
   Is there a behavior deficit? (Does not have in behavior repertoire)
   Is there a performance deficit? (In behavior repertoire but not used)
3. Examination of learning situations where the behavior in question is desired.
   What behavior does occur?
   What is the sequence of events: that is, what are the stimuli that evoke the behavior and what are the rewards that maintain the behavior?
4. Identification of the variables under the school's control.
   What are the conditions for learning which could be changed?
5. Assessment of what is rewarding to the child.
   What consequences are satisfying or aversive to the child?
6. Planning for evoking and maintaining the desired behavior. (Hypothesis making)
   How can information developed in the preceding steps be utilized?
   What are the in-between steps (skills or behavioral sub-goals) in the learning sequence? Where is the child in the sequence?
   How can principles of modeling and reinforcement be used?
7. Evaluation of the effectiveness of the plan. (Hypothesis testing)
   What are significant variables?
   How is behavior outcome to be measured in relation to these variables?
   Was the educational objective achieved?

Step 1	Problem definition
Steps 2,3,4,5	Assessment and data collection
Step 6	Hyopthesizing and planning
Step 7	Evaluation

Participants: Lois Nowlin, Elementary Guidance Consultant,
Margaret Pintler, Elementary Guidance Consultant,
Mary Ann Shutes, Principal, Crescent Park Elementary School.

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section I3. Individualizing Professional Growth: A district in-service education program providing professional consultation to guidance staff. Setting individual objectives through work-planning and review.

Abstract

The objective of this presentation was to present the point of view and practice of guidance in-service education in Palo Alto. Such in-service education of guidance personnel is seen as one of the most important aspects of leadership. When meaningful in-service education is combined with appropriate supervision and evaluation, professional growth and programmatic progress are more likely to occur.

These aspects of improvement (professional growth and programmatic progress) are encouraged in Palo Alto by arranging and utilizing the following conditions:

1. A required in-service education program for all district guidance personnel. This has usually involved learning the principles and concepts of the department's centralizing theoretical framework.

2. A variety of voluntary in-service education topics. These are offered to allow individuals to pursue their own individual growth needs. Topics are selected from those recommended by guidance personnel.

3. A systematic, planned procedure for reviewing the guidance literature and attending professional conferences, workshops, programs, etc. Such literature review and program attending is discussed and information disseminated to appropriate guidance staff.

4. An experimental atmosphere where innovative and creative ideas can be expressed and tried out. Guidance personnel are encouraged and assisted in using new methods, new techniques, or in devising them.

5. A program of professional consultation. All guidance personnel, by groups or as individuals, have available the services of professional consultation regarding their guidance role.

6. A plan for setting guidance objectives for each school and for each individual. Such objective setting involves group discussions with peers and individual conferencing with supervisors.

7. A program of "work-planning and review". This is a systematic effort for each guidance worker to plan his efforts to achieve his objectives with his supervisor and then to regularly review the progress.

8. An attitude of continual evaluation and research as part of each person's role.

Participants: H. B. Gelatt, Director; John Buono, Head Counselor, Jordan Junior High School

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 14. Follow-up and Follow-through: Description of ongoing follow-up of students and the ways and means of utilizing this type of information.

Abstract

The purposes of this presentation were:

1. to relate the use of follow-up study in Palo Alto to theoretical development and to needs growing out of theory;
2. to describe the way that data were used in previous studies;
3. to describe the problems of organization, methodology, and time limitations in this type of study;
4. to describe current follow-up studies underway and the methods and preliminary findings of these studies.

When a major function of secondary guidance services is to aid in the educational and vocational development of individual students by facilitating good decisions, the need for more specific and relevant information becomes apparent. One of the major functions has to be to gather and organize information in a form that was usable for students, parents, counselors and teachers. Early follow-up study of college entrance and college success in relation to high school grades and course selection indicated that Palo Alto students had little objective basis for selecting high school courses or college. Further study showed that by using locally-developed data, rather than hunches or national information, students showed greater improvement in understanding the process of decision-making, awareness of high school and college alternatives, and knowledge of probabilities involved in choosing alternatives.

The early study and experience indicated that the use of just a few factors could give a student (and others assisting students in decisions) a reasonably accurate idea of alternatives and probabilities of success. The need for presenting information that was clear and not confusing resulted in putting follow-up data into "Experience Table" form. Examples were shown along with a brief description of merits and problems of these types of data.

The gradual evolution of a guidance research position with early NDEA support to keep a continuous feed-back of information and the emphasis upon using sufficient time to get the data organized into usable format and effectively presented to students and school staff was discussed. There were several illustrations of the wide use of follow-up data.

Some recent follow-up data from the classes of '63 and '66 was presented along with some contrasts with earlier baseline follow-up data. A current study intended to emphasize information upon values and upon the nature of the student unlikely to complete four years of college was described with some preliminary results. The design of the follow-up so that it answers (hopefully) meaningful questions was emphasized and illustrated.

The final comments were concerned with the need for continuously asking questions, and continuous feed-back of objective data to facilitate sound decisions by and for students. It was also emphasized that individual descriptions of individual communities and/or schools requires collection of data other than that found in state or national publications.

Participant: Richard Carey, Guidance Research Consultant.

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 16. Why Continuation School? Designing a learning environment conducive to achievement behaviors.

Abstract

The objective of the presentation was to outline:

1. the educational rationale underlying the Continuation Program,
2. home school-Continuation School relationships,
3. the screening procedure for student admission, and
4. the daily operation of the program.

The main characteristic of the Continuation Program is the emphasis on individualized treatment of each student. The measures taken by the home school before referral, the screening committee's consideration and the student's program when he reaches Continuation School were described to demonstrate this individualization.

Psychological evaluation and consultation are important elements in determining a student's eligibility for the Continuation Program and, later, in determining how he can be helped most effectively in the Continuation School. There was a discussion of the Palo Alto Unified School District consultants and community resource people used in these determinations.

The kind of students who attend the school were described. The factors involved in their being referred to (or deciding to come to) Continuation School were discussed in detail. There was an analysis of the development of the philosophy and curriculum of the school in relation to the students who attend.

An average day in the school was described. The assumptions underlying each activity were explained. The utilization of full-time and part-time staff members was described. Student successes and failures, as well as their personal opinions, were documented.

What of the future? There was a discussion of the major problems encountered in implementing the Continuation Program. Solutions to these problems and the development of apprenticeship and/or volunteer work opportunities for these students were discussed.

Participants: Harold Easterbrook, Principal, Continuation School,
Robert Leon, Teacher, Continuation School,
Barbara Varenhorst, Consulting Psychologist.

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 17: "Locally Developed College Materials": College campus visitation, an armchair introduction to campuses through colored slides.

Abstract

The objective of the presentation was to give an overview of the program being developed in the senior highs to acquaint parents and students with a number of college environments using slides and a commentary. The presentation featured slides of selected colleges to illustrate the approach:

1. Pacific University
2. Southern Oregon
3. Colorado College
4. Denver University
5. Occidental College
6. California Western College
7. University of Redlands
8. Chico State College

The objective of the approach is to give students and/or parents a visual introduction to a wider range of college campuses and their environments than might otherwise be possible. A slide file was developed (still in process) and brief descriptive materials were written. Students need more than factual information about college campuses before narrowing their field of choice. Thus, part of the approach is aimed at broadening the field of meaningful choice and bringing more alternatives into view. The narration that accompanies the presentations to parents and students represents the counselor perception of the many elements of the campus. Each counselor visited and talked to students and college officials on the campuses while taking these pictures.

This approach was related to the district decision-making emphasis. Experience and research has shown that how students feel about college, what they learn, and whether they remain in a college, is greatly influenced by the aspects of college life not easily described in written materials. Also, many students did not appear to be aware of the wide range of alternatives available. This approach aims at improving the college decisions of students by supplementing the more usual objective information with personalized environmental information necessary for a really well-considered college choice.

Participants: Mr. Curt Demele, Assistant Principal, Pupil Personnel Services, Palo Alto High School;
Mr. Robert Hilmer, Counselor, Cubberley Senior High School.

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 18. Guidance Consultation: Effecting the learning environment in the elementary school. Examples of work with teachers and principals.

Abstract

Two teams made up of a principal and a guidance consultant each engaged in a presentation and a dialogue about the growth and use of consultation services to effect total educational programs in their respective schools.

A brief history revealed that, coincidentally with the Guidance Department's search for a new guidance approach, there was a growing insistence on the part of elementary school principals for increased guidance services. These were obtained with an increase of the elementary guidance staff, allowing a half-time guidance consultant for each school.

Operating under the principles of Social Learning Theory and with the increased time allotted each school, the principal and guidance consultant were able to employ a new "team" effort toward fascilitating the educational development of all children and move away from the traditional situation of coping with crises situations.

The first team described their uses of a weekly meeting involving all primary level teachers, principal, guidance consultant, and any needed resource personnel. Traditionally, such meetings had been conducted for the purpose of discussing problem cases and seldom was more than one teacher involved; this weekly meeting illustrated a total team approach for the purpose of cooperation of all relevant personnel in an ongoing evaluation of all children and for considering pertinent educational problems in the entire primary program. The principal and guidance consultant described their respective roles, use of social learning principles, and the expected outcomes.

The second team discussed their use of meetings for in-service training of teachers. Two meetings were held with each elementary teacher: one occurred about five weeks after the start of the school year; the other was held near the end of the school year. The major purpose at the first meeting was for the teacher, principal, and guidance consultant to consider each student and to plan appropriate educational experiences according to each child's strengths and needs. In some cases this educational planning consisted of "problem identification" as a first step toward developing an appropriate program. The second meeting was used to discuss each child's educational growth. This allowed a time for evaluating the existing program and planning for any modifications as needed.

There was a summary discussion of the value of the involvement of the guidance consultant in the total educational program and the advantages which accrue from being guided by Social Learning Theory.

Participants: Helen Trickett, Elementary Guidance Consultant,
David Shier, Elementary Guidance Consultant,
Thomas Steege, Principal, Stanford Elementary School,
James Mathiott, Principal, Ross Road Elementary School.

Presented at the State Guidance Conference, Palo Alto Unified School District January 20, 1968.

Section 19. Our Local Guidance Association: Its nature, its development, and its role in promoting guidance objectives over a fifteen year period.

Abstract

From time to time there have been expressions of interest in and questions about the Palo Alto Guidance Association. This session was provided to allow an opportunity for conference participants to raise any questions they might have about the organization with a panel of present and past Association members and officers. An overview was made of the origin of Palo Alto Guidance Association and its evolutionary history, including its present organizational structure, membership and purpose.

The values of such an organization in providing a vehicle for district wide socialization and unity were discussed. Activities directed toward professional growth and advancement were specified. For example, the Association's effort in establishing full-time counseling, reducing case load, providing summer counseling, and developing guidance handbook was explained.

Another area of discussion was the annual district guidance conference with special emphasis on Palo Alto Guidance Association's contribution in this activity.

Participants: Marjorie Aiken, Counselor, Palo Alto Senior High School,
Kay Cook, Counselor, Cubberley Senior High School,
Billy Davis, Counselor, Palo Alto Senior High School,
Bill Hutchinson, Head Counselor, Assistant Principal,
Cubberley Senior High School,
John Lewis, Counselor, Cubberley Senior High School.

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 20. Evaluating Guidance Services: Steps in the evaluation process. Behavioral analysis and role definition. Evaluation as an essential element in the individual guidance worker's role.

Abstract

The role of elementary guidance consultant is being developed from a systematic framework, reinforcement learning theory. Practicing this approach in a school, a guidance consultant must select an appropriate method to reach each of his objectives, and at the same time set a priority among the many services requested by the school staff. Developing specific objectives and methods for evaluating aspects of the guidance program has been helpful in both developing and practicing guidance activities.

We are presenting ideas, experiences, and problems, in answer to three general questions: why evaluate?, how evaluate?, what to evaluate?

Why

The following are some of the reasons why evaluation is necessary:

1) to determine effectiveness of our methods, procedures and outcomes in a school setting;

2) to determine effectiveness of a theory to make predictions in terms of observable outcomes;

3) to determine whether current guidance practices are related to changing goals of school, community and society;

4) to determine most useful procedure to share with other guidance workers;

5) to provide a feeling of closure and a source of professional satisfaction.

How

In general, the evaluation process can be described in terms of four steps:

1) defining the problem in objective terms;

2) determining criteria for effective change;

3) collecting relevant data;

4) interpreting the data.

What

Specific examples of guidance services which have been evaluated will be discussed. Future evaluation efforts will be considered.

The possible areas for future evaluation of guidance services are unlimited in number and kind. Ideally, everything that guidance workers do would be evaluated by them as to their effectiveness. Areas requiring evaluation will vary with districts, since the guidance role varies in each district.

Participants: Rebecca Lawrence, Elementary Guidance Consultant,
Rosemarie Moore, Consulting Psychologist,
Jacqueline Rapier, Elementary Guidance Consultant

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

Section 21. Role of the Secondary School Psychologist: Process of developing role-definition. Effects of district organization on practice.

Abstract

Analysis of the changes in the psychologist's role in junior and senior high schools shows two major shifts in Palo Alto in the past decade. One change was from responding to testing referrals from a central guidance office to placement of a psychologist half or full time in each school. A second change was from using the psychometric model of clinical diagnosis as a method of service, to the development of a model of consultant who works with school staff members as well as students.

Each counseling psychologist defines and develops a role appropriate to a particular school, the educational objectives of the school for the year, the staff and the student population. A psychologist at the secondary school utilizes a theoretical framework which aids him in defining objectives specifically and behaviorally, in selecting appropriate methods to accomplish them, and in evaluating the outcomes of the practices chosen to reach the objectives. Two theoretical models, decision making and social reinforcement learning, do provide principles for selecting specific practices or for developing new ways of working, such as consultation procedures.

Several illustrations of how theoretical principles can guide specific activities of a psychologist working as counselor and consultant in a secondary school, have been selected for presentation:

1. Consulting to the pupil personnel department within a high school, using a behavioral approach to the problems of counselors in choosing their activities and objectives for their own work.
2. Consulting to a group of teachers to develop instructional methods for classroom use, incorporating principles of reinforcement, to permit student's practice in discussion behavior within peer groups, and practice in problem solving in group situations.
3. Consultation with a teacher of low-achieving junior high students in English, to elicit and develop writing behavior, and to develop self-reinforcement by students for their own verbal expression in writing.
4. Consultation with one high school teacher, using principles or modeling by the consultant and reinforcement of successive approximations of the desired student behaviors, to achieve group planning by students in social studies class activities.
5. Consulting with students who have been referred directly, and with counselors who are counseling individual students and their parents.
6. Teacher consultation illustrating the use of modeling by the consultant who suggested and demonstrated a teaching method to elicit written materials from students with problems in reading and writing, and to use those materials in teaching still other students.
7. Consultation with school staff members and parents to gain parental support of an EMR program for one child.

Participants: Fern Bruner, Counseling Psychologist, Cubberley High School,
Fay Young, Counseling Psychologist, Wilbur Junior High School,
Fred Chapman, Counseling Psychologist, Jordan Junior High School,
and Palo Alto High School.

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

The Guidance Program in One Community

Palo Alto, California

January 20, 1968

In the Second Century A.D. Cornella, a Roman matron, in response to the demand of the emperor that mothers and housewives present their jewels to the kingdom, brought her two children. These were her jewels. The relevance of this reference for the topic of today is that in a very real sense the program we have viewed today operates within a community which has given evidence that it values its children as its greatest resource. Underlying all of these guidance and counseling activities is a structure of school and other community resources which value education as a major community activity. This structure provides not only for children and teachers and the ongoing operations of the school, but also for continued examination of the objectives and processes of the enterprise. Perhaps the most unique thing about the Palo Alto District is the fact that it has given recognition to research, to continued evaluation, to the necessity of change and to the planning for change in terms of considered alternatives.

In the 20th Century, Gordon Allport has posed three ways in which we may view man and his development. Man may be seen as a reactive being, responding directly to the stimuli and reactions in his culture; man may be seen as a reactive being in depth, responding to unconscious drives whether inherited or donditioned; and man may be seen as an organism in process of becoming. To the ecumenical viewer of the gospels of educative and counseling processes, this third alternative is the more acceptable. It provides a broader base for viewing education as growth with both developmental and social determinants. Clearly it is the social determinant area which is of most concern to the school. It is the task of the school to recognize its total resources to provide each child with opportunities for growth in directions in which his own and social goals achieve compatibility. Learning is the primary process through which this growth is achieved.

Today we have viewed parts of the program in one community. The people of Palo Alto have shared their goals and their programs with us. This total presentation is not to be perceived as a Utopia nor as a model for others to emulate. It is to be hoped that this kind of experience will become more common, that other schools will provide opportunities for sharing their thinking and their developments. Over the years that I have been visiting schools in California, I have found excellencies in many districts which could profitably be shared with others.

I shall not attempt to recapitulate all of the 21 section meetings which have taken place today. Even if this were possible, it would not represent an adequate view of educational programs. I think that we may more profitably view today as a visit to a combination florist shop and nursery. We have seen some of the beauties of the developed flowers and some of the plots where potential plants are seeded and nurtured. I hope we have captured the

spirit of the development of a cultural process which accepts individual variability, which cherishes the differential potential of each plant, and which provides for his optimum nurturance. Yet at this point the analogy breaks down since man is not a plant, but is indeed man, an organism which has the potentiality for both drawing from the environment and contributing to it. He both derives from the environment and contributes to it selectively in terms of considered decisions which he makes. The unifying element throughout all of the developmental plots which we have seen on exhibit is that of the decision-making process. At the elementary school the guidance consultant works primarily as a decision process facilitator with the important others in the life of the child. At the secondary level, the counselor works within the same frame of reference but initiates the increasing importance of decision making for the individual. In both of these settings we find the continuing elements of goal definition, statement of goal in operational and behavioral terms, examination of the relevant determinants, developing process-oriented hypotheses, initiating and evaluating the action taken. In this process of education, maturity is never really reached. The continuing goal is one of ongoing growth. We hope that this day has given you the motivation and some of the data for viewing this ongoing process of understanding.

Some 30 years ago, Archibald MacLeish, the poet laureate of the New Deal started an epic poem, a panegyric to the American dream, with the words "America was promises--and to whom." As it emerged from student, vocational and academic advising, counseling some 30 years ago was promises and to whom. I have said that these promises to help the student have access to the data, and to the thinking processes which assist him in utilizing the data for making choices, for decision making for self, have for many students been kept. I have said that the student who seeks help in resolving crises in "mediating the immediate" has been helped. I have viewed counseling as a learning process as an appropriate complement to the work of the other major learning facilitators in our world, the teacher and the parent. I have given an affirmative response the basic question. I could stop with this affirmative statement, yet I have found counselors to be self-critical and to operate from a continuous inquiry frame of reference. Here then are some areas in which I feel we need further inquiry. On many of these the section meetings planned for this day promise open forums.

(1) We have developed counseling programs and techniques which have power to assist students who recognize problems and come for help. What of our responsibilities for developing procedures for reaching those many students who either see no problem or see no hope?

(2) A related concern deals with the area of the <u>development</u> of interest in seeking and utilizing relevant information in decision making even in making decisions that affect the life of the individual student.

(3) I think we are becoming increasingly aware of the fact that for many students the basic decision-makers are the parents rather than the students themselves. How can we really reach out to parents and help them to introduce objectivity into their deeply subjective perceptions of the child in the decisions they reach? How can we profer our genuine help without seeming either to take or promise release from parent responsibility?

(4) These same comments and questions obtain with equal relevance to the relationship between counselors and teachers. How can counselors and teachers become co-equal participants in the educational program?

(5) And finally, how shall we ourselves as counselors so perceive and act that we communicate that antecedants do have consequents, that behavior is learned, that the cognitive is a part of the affective, that the human being is indeed a synergic symbiosis of thinking and feeling? How shall we live as persons the professional promises we make to our clients?

How can we make meaningful the beautiful abstractions which form the semantic fabric of counseling?

Never in history has the need been so great that we demonstrate:

1. Relating - Communicating
2. Clarifying alternatives
3. Reinforcing growth
4. Alleviating stress
5. Modeling
6. Accepting and implementing change in man as in his world
7. Understanding - the most powerful bond among men, the most beautiful word in the English language.

The place is our world. The time is now.

Presenter: Dr. H. B. Mc Daniel, Professor Stanford University

Presented at the State Guidance Conference, Palo Alto Unified School District, January 20, 1968.

References

The following materials have been written for Palo Alto guidance personnel, teachers, parents, or students. Copies are available, whild quantity lasts, at cost. Those requesting copies should write to Instructional Materials Center, Palo Alto Unified School District, 25 Churchill Avenue, Palo Alto, California, 94306.

1. Use of Social Learning Theory in an Elementary Guidance Program, Report given to CCGA Convention, San Francisco, Nowlin, L.G., Ken Sanner, R. Moore, PAUSD, Feb. 1966 ($ .50).

2. Elementary School Guidance: A New Approach, Sanner, Ken and R. Moore, PAUSD, 1967 ($2.00).

3. The Use of the Child Development Specialist, A demonstration project supported by the Rosenberg Foundation, Levine, Lou, H. B. Gelatt, L. G. Nowlin, et al., PAUSD, 1963, ($2.50).

4. Influencing Interpersonal Behavior in a Naturalistic Setting: Guidance Service in Elementary School, Moore, Rosemarie, Helen Trickett, Ken Sanner, Presentation at Western Psychological Association Convention, PAUSD, May 1967 ($ .50).

5. Determining Behavior to be Modified, Moore, Rosemarie, Presentation at American Psychological Association Convention, PAUSD, Sept. 1966 ($ .50).

6. Behavior Modification: A Brief Summary for Teachers and Parents, Sanner, Ken, PAUSD, 1967 ($ .50).

7. Invitation to Decision, Student Handbook, Yabroff, W., PAUSD, 1966 ($2.50)

8. Decision-Making: A Conflict of Values, speech presented at Florida State Personnel and Guidance Convention, PAUSD, Dec. 1966 ($.50).

9. The Life Career Game as a Tool for More Effective Decision-Making Guidance, Varenhorst, Barbara, PAUSD, 1967 ($ .50).

10. The Life Career Simulation in the Classroom, Speech presented at National Council of Social Studies Teachers, November 1967, Varenhorst, Barbara, PAUSD, 1967 ($ .50).

11. Helping Students Learn Decision-Making: A Parent Handbook, Gelatt, H. B. and Richard Carey, PAUSD, 1967 ($2.50).

References

The following articles regarding Palo Alto guidance theory and practice have been published. These are not available from Palo Alto.

Gelatt, H. B. Early Guidance Essential, Education Jan. 1963, Vol. 83 No. 5.

Levine, L. S., H. B. Gelatt, L. G. Nowlin, W. M. Littell, H. Lahaderne The Use of the Child Development Specialist in the Elementary Schools, Psychology in the Schools 1965 Vol. II No. 3.

Gelatt, H. B. Decision-making: A conceptual frame of reference for counseling. J. Counsel. Psychol., 1962 Vol. 9.

Clarke, R., H. B. Gelatt, and L. Levine. A decision-making paradigm for local guidance research. Personnel guid. J., 1965 Vol. 44.

Gelatt, H. and R. Clarke The role of subjective probabilities in the decision process. J. Counsel. Psychol., 1967 Vol. 44.

Clarke, R. and H. B. Gelatt Predicting units needed for college entrance Personnel and Guidance Journal Vol. 46 1967.

Gelatt, H. B. Information and decision theories applied to college choice and planning. Preparing School Counselors in Educational Guidance College Entrance Examination Board 1967.

Gelatt, H. B. and Barbara Varenhorst A Decision-Making Approach to Guidance, National Association of Secondary School Bulletin, January 1968 (In press).

Varenhorst, Barbara B. "The Life Career Game as an Effective Technique for Decision-Making Guidance" Chapter in Simulation Games In Learning ed. by S. S. Boocock and E. O. Schild, Sage Publication, Santa Barbara, California (In press).

Varenhorst, Barbara B. "The Spirit of Inquiry: More Effective Counseling Through Research", The School Counselor, May 1967 and Sept. 1967.

Varenhorst, Barbara B. "Molders of Pupil Attitudes", Personnel and Guidance Journal Vol. 43 January 1965.